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ABSTRACT

This report examines the educational progress of low-income college students. The sample consisted of 185,845 first-time full-time freshmen in fall 1967 and a subsample consisted of 63,510 students in 1971. Results of the questionnaires indicated: (1) Low-income students were not distributed randomly among institutions. (2) The proportion of blacks was higher among low-income students. (3) Low-income students made slightly better high school grades than did other-income students. (4) Although low-income students relied heavily on Federal loans, earning from employment, college work-study programs, scholarships and fellowships during undergraduate years, none of these sources was apparently sufficient. (5) Low-income and other-income students were highly similar with respect to many college activities, studies, aspirations, and life goals. (6) Low-income students made slightly lower grade-point averages in college than did other-income students. (7) For both groups, married students were less likely to complete the baccalaureate in four years than were their unmarried peers. (8) High school grade-point average was a positive predictor of degree completion in four years. (9) Both low-income and other-income students were less likely to attain the baccalaureate in four years if they attended two-year colleges or larger institutions. (Author/MJM)

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Low Income Students: Do They Differ From "Typical" Undergraduates?

Engin I. Holmstrom

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Engin I. Holmstrom

ACE RESEARCH REPORTS

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HIGHLIGHTS

- Low-income students were not distributed randomly among institutions. They tended to enroll in public rather than private institutions and in two-year and four-year colleges rather than universities. Further, low-income students were underrepresented at technical institutions, at large institutions, and at highly-selective institutions.

- The proportion of blacks was higher among low-income students, who also tended to be older than other students at the time of matriculation.

- Low-income students made slightly better high school grades than did other-income students. Women, in general, made better high school grades than did men. Sex differences in high school records were more pronounced among low-income than other-income students.

- Although low-income students relied heavily on Federal loans, earnings from employment, college work-study programs, scholarships and fellowships during undergraduate years, none of these sources was apparently sufficient; as seniors, more low-income students said that their parents provided major financial support than they had expressed as freshmen.

- Low-income and other-income students were highly similar with respect to many college activities, studies, aspirations, and life goals.

- Low-income students made slightly lower grade-point averages in college than did other-income students, and slightly fewer low-income than other-income students attained the baccalaureate in four years.

- For both groups, married students were less likely to complete the baccalaureate in four years than were their unmarried peers.

- High school grade-point average was a positive predictor of degree completion in four years; while sex was an important variable only for low-income students, women were more likely to obtain the degree than men.

- Both low-income and other-income students were less likely to attain the baccalaureate in four years if they attended two-year colleges or large institutions, while low-income students in highly selective institutions were more likely to attain the degree in four years than were those in less selective schools.

- Although the source of financial support was an important factor in determining the academic success of both groups of students, the low-income student was particularly dependent on certain sources of support if he were to make satisfactory progress.

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Low-Income Students: Do They Differ From "Typical" Undergraduates?[1]

Engin I. Holmstrom

The unprecedented expansion of two-year colleges in recent years and the new policies of universal higher education have made postsecondary education increasingly more accessible to new types of students. In an effort to move toward a more egalitarian system, colleges and universities have extended opportunities for higher education to older students, to the economically and socially disadvantaged, and to students whose academic achievement and educational preparation is poor.

Although still a minority, these "new" students have already proved a challenge to the traditional educational system. Astin (1973) predicted that national dropout rates would increase because of these changes in the undergraduate population. Cross (1971) has questioned whether it is advisable to concentrate on recruiting and retaining the new students without, at the same time, emphasizing revisions in curricula and educational philosophies to better meet their needs. Although some remedial courses, counseling services and other special programs have been devised to help the new students, most such programs seem to be efforts to mold them into the traditional educational model. We need information on a national scale to assess how well these students are adjusting to an academic environment geared to serve other types of students.

This report is the first in a series investigating the educational experiences and progress of students who differ in important ways from the

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[1]Data analysis was supported by Grant GI-34394 from the National Science Foundation.

"typical" undergraduate. The typical undergraduate has been defined as "someone who possesses the most frequently occurring input characteristics and who encounters the most frequently occurring environmental experiences" (Astin, 1973, p. 5). In this normative sense, the typical undergraduate (freshman) is 18 years old, white, Christian, and male. He attended a public high school, where he made a grade-point average of about B-. He is enrolled in a public coeducational university, lives in a dormitory during his first year, and gets most of his financial support for college from his parents. He does not plan to marry while in college, and he hopes to attend graduate school. Data from the research program of the American Council on Education (ACE) indicate that a student who fits this description has about a 50-50 chance of completing the baccalaureate within four years after he enters college.

Any deviation from this model results in changes in the probabilities for degree completion. For instance, if the student had an A average in high school, his chances of completing the baccalaureate within four years after entry increase 25 percent. that is, the odds are three to one in his favor. If he receives support from scholarships or grants, his chances increase 15 percent; if he does not receive substantial support from his parents, his chances are reduced about 10 percent. In these terms, most of the new students--who come from lower socioeconomic levels and whose high school achievement is poorer than the typical student's--constitute a relatively "high-risk" or "dropout-prone" group. Since most higher education institutions, at least in the public sector, are more or less committed to open admissions, it is essential to learn what action they can take to ensure that these students complete their degrees successfully.

This report, which examines the educational progress of low-income students, will be followed by reports on students with low high school

grade-point averages, on older students, and on other groups defined as high-risk or dropout-prone. The major objective of this series of reports is to determine which college characteristics, independent of student input (in this case, in spite of student input), maximize the high-risk student's chances of degree completion. It must be pointed out, however, that these studies are limited in that they are based on data pertaining only to full-time freshmen entering college for the first time. Since many atypical students return to college after having dropped out some time previously, and since many enroll only part-time, a large portion of the group is excluded. Moreover, educational progress is narrowly defined as completion of the baccalaureate within four years, even for students transferring from two-year institutions. This limitation was imposed by the data's being drawn from a cohort of first-time, full-time freshmen, followed up four years after college entry. We are planning to investigate the educational progress of atypical students using a five-year followup, which will permit us to analyze those students who delay degree completion beyond the traditional four-year period.

In this study, the following questions were asked: How do low-income students differ from students from higher income levels with respect to their background characteristics, academic preparation, and aspirations? What kind of college experiences do they have? At the end of four years of college, are their attitudes and life goals different from those of other students? What factors are related to their completing the degree within four years? And, finally, what kind of policy decisions will facilitate the degree completion of low-income students in institutions of higher education?

Design of the Study

The data for this study came from ACE's Cooperative Institutional Research Program (CIRP), which, since 1966, has been gathering longitudinal data on

students at a representative national sample of colleges and universities. The main objective of the CIRP is to assess the impact of different college environments on student development. To carry out this objective, ACE uses three main mechanisms. First, annual large-scale surveys of the first-time, full-time entering freshman classes at each of the participating institutions are conducted; these surveys provide information on student characteristics at the time of college entry, or input data. Second, samples of the original participants are periodically (e. g., at the end of the freshman year, four years after college entry) followed up; these followup surveys provide longitudinal information on student characteristics after exposure to the college environment, or output data. Third, information is obtained on administrative policies, faculty, physical plant, social climate, and other characteristics of institutions (see Creager and Sell, 1969); this information on the college environment comprises the intervening variables.

Sample and Weighting Procedures

The original sample for this study consisted of 185,848 first-time, full-time freshmen entering 252 institutions (46 two-year colleges, 155 four-year colleges, and 51 universities) in fall 1967. These students were asked to respond to the Student Information Form (SIF), a self-administered questionnaire filled out during the freshman registration or orientation periods (i. e., before long exposure to the college environment). Data derived from their responses were weighted to represent the total U. S. population of first-time, full-time entering freshmen in 1967. The sampling design of this survey, and the weighting procedures used to compensate for disproportionate sampling of institutions, for institutional nonresponse, for variation in sampling of individuals within institutions, and for individual nonresponse, are discussed in Panos, Astin, and Creager (1967).

In July 1971, followup questionnaires were mailed to a randomly selected subsample of 63,510 students. The response rate was 59 percent, for a total of 34,346 subjects (Table 1). To develop population estimates for the 63,510 students selected for the followup survey and to expand the weighted followup sample to the initial freshman group of 185,848 students, a complex set of weights was applied, based on regression analyses of respondents and nonrespondents. (See Bayer, Royer, and Webb, 1973 for a detailed description of sampling and weighting procedures for followup information on each freshman who participated in the 1967 survey.)

The Variables

The study was concerned with only one output variable: degree completion four years after college entry.

The input variables (student characteristics) were obtained from both the SIF administered in 1967 and the followup questionnaire completed in 1971. The SIF included items on demographic characteristics, high school background and achievements, educational and occupational aspirations, self-ratings, life goals, and past achievements. Obviously, on many of these items (e.g., demographic characteristics), there will be no change over the four-year period. On others (e.g., educational and occupational aspirations), students may well change. Thus, the followup questionnaire repeated some of the items from the SIF to assess such changes, as well as to obtain information on the students' experiences since college entry and on their plans for the immediate future. (Appendix A provides copies of the questionnaires.)

The institutional variables used in this study included size, type, control, region, and selectivity level (as measured by the average ability test scores of entering freshmen).

Table 1

Numbers of Students Used in
Weighting Procedures

Type of Institution in Which Originally Enrolled	Unweighted N's			Weighted N's		
	Men	Women	Total	Men	Women	Total
Two-year college	2,806	2,507	5,313	244,712	157,017	401,729
Four-year college	9,577	11,005	20,582	287,716	265,326	553,042
University	4,790	3,661	8,451	228,556	157,002	385,558
Total	17,173	17,173	34,346	760,984	579,345	1,340,329

Source: Alan E. Bayer, Jeannie T. Royer, and Richard M. Webb, Four Years After College Entry, ACE Research Reports, Vol. 8, No. 1 (Washington: American Council on Education, 1973), p. 7.

Statistical Groups and Analyses

Table 2 shows the income distribution of full-time, first-time freshmen in 1967. Low-income students are defined as those whose parents' annual income was less than $6,000. Although the Bureau of the Census, in 1967, used the term poverty-level to refer to any nonfarm family of four with an annual income of $3,355 or less (U.S. Department of Commerce, 1967, p. 10), this definition--if applied to college freshmen--would have resulted in a group of only 5 percent. Thus, it was decided to include the next income-level group. In this report, then, low-income students are those from families whose annual income was less than $6,000 in 1967. These students constituted 14 percent of all 1967 entering freshmen: 10 percent in universities, 14 percent in four-year colleges, and 18 percent in two-year colleges. The remaining group, referred to in this report as other-income students, included 27 percent from middle-income families (i.e., annual income from $6,000 to $10,000) and 39 percent from high-income families (i.e., annual income $10,000 or more). About one in five freshmen either said they had no idea of their parents' income level or did not respond to the question. These students were excluded from the analyses.

To obtain descriptive and comparative information about low-income and other-income students, marginal distributions on selected items were done. In addition, multiple regression analyses were run to isolate those institutional characteristics related to baccalaureate attainment within four years, after the personal characteristics of students were controlled.

Results

The results of these two types of analyses are presented in the following sections. The first three subsections compare low-income and other-income students on the basis of their distribution among institutions, their

Table 2

Estimated Income of Parents by Sex
(in Percentages)

	Men	Women	Total
Less than $4,000	4.7	4.7	4.7
$4,000 - $5,999	9.6	8.6	9.2
$6,000 - $7,999	14.7	11.7	13.3
$8,000 - $9,999	15.3	11.5	13.6
$10,000 -$14,999	23.5	18.7	21.4
$15,000 -$19,999	8.7	7.5	8.2
$20,000 -$24,999	4.0	3.6	3.8
$25,000 -$29,999	2.0	1.9	2.0
$30,000 - or more	4.2	3.7	4.0
Have no idea or no response	13.3	28.2	19.8

Source: Robert J. Panos, Alexander W. Astin, and John A. Creager, National Norms for Entering College Freshmen--Fall 1967, ACE Research Reports, Vol. 2, No. 7 (Washington: American Council on Education, 1967), pp. 17, 25, and 33.

backgrounds, and their college experiences, plans, and achievements. The final part of this section discusses the personal and institutional characteristics related to degree completion four years after college entry.

Distribution of Low-Income and Other-Income Students

As Table 3 makes clear, low-income students were not distributed randomly among institutions. They tended to enroll in public rather than private institutions and in two-year and four-year colleges rather than universities. Predominantly black institutions had higher proportions of low-income students than did predominantly white institutions.

While the proportions of low-income and of other-income students did not differ dramatically in men's colleges, only half as many low-income as other-income women attended women's colleges.

With respect to the curricular emphasis of the college, low-income students were underrepresented at technical institutions. The proportion of low-income students attending institutions in the Midwest was low, whereas the proportion was high at institutions in the Southeast and the Northeast.

Finally, low-income students tended to go to smaller and to less selective institutions. Half of the other-income students, but only 37 percent of the low-income students were in institutions of 5,000 students or more; half of the low-income students, but only 39 percent of the others, were in relatively unselective institutions: i.e., those where the average ability of the entering freshmen, as measured by the ACT, NMSQT, and SAT Composite scores were below 105.

Demographic Characteristics and Educational Achievement

Since the distribution of low-income students varied by type of institution, the cross-tabulations were run separately for two-year colleges, four-year colleges, and universities. Results are presented in Appendix B, which

Table 3

Distribution of Low-Income and Other-Income Students, by Sex and Institutional Characteristics (in Percentages)

Institutional Characteristics	Low-Income[a]			Other-Income[b]		
	Men	Women	Total	Men	Women	Total
Type:						
University	21.7	18.4	20.3	31.5	28.5	30.2
Four-year colleges	40.9	48.7	44.1	37.6	45.5	41.1
Two-year colleges	37.5	32.9	35.6	30.9	25.9	28.8
Control:						
Public	72.9	72.4	72.7	69.3	66.3	68.0
Private	27.1	27.6	27.3	30.7	33.7	32.0
Sex:						
Men's colleges	7.7	.1	4.5	8.9	.1	5.1
Women's colleges	.3	5.0	2.3	.0	12.2	5.3
Coeducational	92.0	94.8	93.2	91.1	87.7	89.6
Race:						
Predominantly white	92.7	89.4	91.3	98.4	97.5	98.0
Predominantly black	7.3	10.6	8.7	1.6	2.5	2.0
Curricular emphasis:[c]						
Teachers colleges	26.4	32.6	29.3	22.3	33.6	27.6
Technical institutions	7.6	1.5	4.8	13.0	2.3	8.0
Liberal arts colleges	65.9	65.9	65.9	64.7	64.1	64.4
Geographic regions:						
Northeast	31.4	29.9	39.8	27.6	30.3	28.8
Midwest	27.3	25.4	26.5	31.6	32.1	31.8
Southeast	20.5	21.1	20.8	15.9	14.2	15.2
West-Southwest	20.8	23.6	21.9	24.9	23.4	24.2
Size:[d]						
Below 200	.9	.4	.7	.4	.4	.4
200-499	1.2	1.9	1.5	1.0	4.5	2.5
500-999	12.0	11.7	11.9	8.8	10.4	9.5
1000-2499	23.1	22.3	22.8	17.4	15.6	16.6
2500-4999	25.3	27.9	26.4	21.5	21.4	21.4
5000-9999	16.8	17.8	17.2	19.2	19.7	19.5
10,000-19,999	12.5	10.5	11.7	20.6	16.5	18.8
20,000 or more	8.3	7.5	8.0	11.1	11.5	11.3
Selectivity:[e]						
Under 89	19.3	21.0	20.0	9.4	9.3	9.4
89-96	9.5	10.2	9.8	9.4	9.5	9.5
97-104	18.3	19.8	18.9	19.6	21.2	20.3
105-112	15.4	17.4	16.2	20.4	25.0	22.4
113-120	6.1	8.2	7.0	8.6	10.4	9.4
121-128	6.0	4.1	5.2	9.6	7.0	8.5
Over 128	2.0	1.1	1.6	5.0	4.2	4.6
Unknown	23.4	18.3	21.2	17.9	13.3	15.9

[a]Students whose parents' annual income was below $6,000.

[b]Students whose parents' annual income was $6,000 or more.

[c]Universities were excluded.

[d]Total, full-time enrollment.

[e]The median scores of entering freshmen on the ACT, the NMSQT, and the SAT Composites.

is divided into two sets of tables. Table B1 shows responses to selected items from the freshman questionnaire, including information on demographic characteristics, educational background, and finance. Table B2 shows responses to selected items from the followup questionnaire dealing with college activities and experiences, academic achievements, career plans, attitudes, and life goals.

Men outnumbered women in both the low-income and the upper income groups and in all three types of institutions. Among low-income students, 62 percent of those in universities, 54 percent of those in four-year colleges, and 61 percent of those in two-year colleges were men. For other-income students, the corresponding figures were 59 percent, 52 percent, and 61 percent.

The proportion of blacks was higher among low-income students than among other-income students at all three types of institutions, particularly four-year colleges. Low-income students also tended to be older when they matriculated.

The religious backgrounds of the two groups varied slightly, according to type of institution. For instance, in four-year colleges, there were fewer Roman Catholics among low-income students than among other-income students. The proportion of Jewish students was higher among other-income students in universities and in four-year colleges.

As might be expected, the two groups differed most, with respect to background variables, in their responses to the items dealing with father's and mother's education and with father's occupation. Over 50 percent of the fathers of low-income students were farmers and skilled, semiskilled, or unskilled workers, compared with only about 25 percent of the fathers of other-income students in universities and four-year

colleges and 38 percent of the fathers of those in two-year colleges. Parents of low-income students also had less education than parents of other-income students. About four in five of the fathers of low-income students had no more than a high school education, whereas about one in three of the fathers of other-income students at two-year colleges and over half of the fathers of other-income students at universities and four-year colleges had at least some college education. Figures with respect to mother's education were comparable.

The differences in the educational achievements of low-income and other-income students varied by sex and by type of institution. Generally, research studies have indicated that women have a better high school record than men and that freshmen entering universities and four-year colleges have better records than those entering two-year colleges. These differences were evident among 1967 freshmen: Students in universities and four-year colleges, in particular, and women, in general, had better high school grade-point averages.

As might be expected, low-income students made slightly better high school grades than did other-income students. For instance, 45 percent of the low-income students in universities had high school grade-point averages of B+ or higher, compared with 41 percent of other-income students. In two-year colleges, 49 percent of low-income, but 54 percent of other-income students, had averages of only C+ or below. In four-year colleges, differences in educational achievement were much smaller, although they still favored the low-income students.

Sex differences in high school records were more pronounced among low-income students. For instance, in universities, about 25 percent of low-income men, but only 6 percent of low-income women, had high school grade-point averages of C+ or lower. In four-year colleges, 32 percent

of low-income men, but only 17 percent of low-income women, had such averages. In two-year colleges, the corresponding figures were 60 percent and 32 percent, respectively.[2]

College Experience, Plans, and Achievement

About one in five of the low-income students expressed major concern about being able to finance the freshman year, anxiety being highest among those attending universities and lowest among those attending two-year colleges. Only about 6 percent of the other-income students manifested such great concern.

Table 4 shows both the expectations of freshmen as to how they would finance their first year of college and the actual sources which students drew on to finance their undergraduate careers, as reported in 1971. Low-income students at all three types of institutions were much more likely to cite scholarships, grants, and other gifts than were other-income students. Another major source, according to low-income freshmen, would be loans, which relatively few other-income students expected to depend on. Low-income students were also apt to report that personal savings or earnings from employment would be their major source of finance, though the differences between the two groups were not as marked. Other-income students, on the other hand, relied on support from their parents much more

[2]It has been found in past research that low-income families are more willing to make sacrifices for the college education of their sons than for that of their daughters, unless, perhaps, the daughters are exceptionally bright. Cross (1971) reports that highly able women from low socioeconomic backgrounds have a better chance of attending college than their counterparts with less ability. The sex difference in ability among low-income students cannot be explained entirely by this assumed difference in the pool of applicants, since the same difference exists (though less markedly) among other-income students. As some authorities, e.g., Roby (1972), have suggested, the difference may be partly attributable to discriminatory admissions policies that demand higher qualifications for women applicants.

Table 4

Differences Between Expected and Actual Sources of College Finance, by Sex, Parents' Income, and Type of Institution in Which Originally Enrolled

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Freshmen Expectations About Major Sources of Financing Freshman Year:																		
Personal savings or employment	37.5	29.3	34.4	29.4	13.4	22.9	33.4	18.1	26.3	29.1	14.9	22.3	49.1	33.9	43.2	44.8	25.9	37.5
Parental or family aid	22.4	29.3	25.0	60.9	77.3	67.5	22.8	31.4	26.8	54.0	67.9	60.6	24.2	39.6	30.2	43.0	61.7	50.2
Repayable loan	22.7	34.7	27.3	8.4	9.8	9.0	20.9	31.0	25.5	14.7	16.0	15.4	15.2	12.4	14.1	7.5	11.7	9.1
Scholarship/grant or other gift	37.4	44.8	40.2	14.4	11.9	13.4	39.1	43.5	41.1	16.4	17.9	17.1	18.2	24.0	20.4	8.3	10.8	9.2
Actual Sources of Financing College Education:																		
Parents	43.0	54.3	47.2	72.4	85.3	77.7	45.9	60.8	52.7	69.2	81.8	75.2	30.2	45.3	36.0	49.9	63.2	55.1
Spouse	9.5	12.9	10.8	8.5	11.3	9.6	5.3	8.9	7.0	6.2	10.2	8.1	9.3	12.8	10.7	7.9	11.3	9.2
Federal scholarship, fellowship, or grant	27.8	34.1	30.2	10.3	6.9	9.0	24.1	28.0	25.9	9.9	8.4	9.2	13.4	14.1	13.7	6.4	4.2	5.6
State scholarship, fellowship, or grant	24.6	32.4	27.5	9.2	10.4	9.7	24.6	30.2	27.1	18.1	23.2	20.6	17.0	19.8	18.1	8.9	11.0	9.7
Other scholarship, fellowship, or grant	33.8	30.2	32.4	17.1	17.7	17.4	25.0	30.9	27.8	16.9	17.2	17.0	15.6	16.9	14.9	8.7	12.4	10.2
Federal loan	40.5	45.9	42.5	16.9	17.6	17.2	32.9	39.4	35.9	18.7	19.6	19.1	20.7	20.5	20.6	14.8	12.2	13.8
Other loan	10.1	11.1	10.5	9.7	9.1	9.4	19.6	16.6	18.2	15.3	16.1	15.7	15.8	12.5	14.5	11.6	11.8	11.6
College work-study program	23.4	29.2	25.6	9.1	10.3	9.6	28.6	35.5	31.8	12.8	14.2	13.5	12.0	19.3	14.8	6.8	9.5	7.9
Research assistantship	1.3	1.0	1.2	1.1	.6	.9	.3	.3	.3	.6	.3	.4	.1	.2	.2	.0	.0	.0
Teaching assistantship	3.4	.7	2.4	.8	.4	.6	1.1	1.8	1.4	.9	.8	.9	.2	1.1	.6	.9	.5	.7
Employment	70.2	58.0	65.6	63.6	51.9	58.9	58.8	53.7	56.4	58.6	47.8	53.4	62.3	48.0	56.8	61.4	47.5	56.0
Other Sources	40.9	39.0	40.2	36.9	29.9	34.0	33.8	30.2	32.2	33.8	28.9	31.5	35.1	31.1	33.6	35.3	30.7	33.5

[a]Students whose parents' annual income was below $6,000.

[b]Students whose parents' annual income was $6,000 or more.

than did low-income students. The followup data clearly indicate that low-income students relied on Federal loans, earnings from employment, college work-study programs, as well as on scholarships or fellowships. But apparently none of these sources was sufficient: As seniors, more low-income students said that their parents had provided major financial support than had expressed this expectation as freshmen.

In spite of differences in the family incomes of the two groups, they were highly similar with respect to many college activities, studies (i.e., majors), aspirations (e.g., career), and achievements. For instance, similar proportions of low-income and other-income students got married while in college, were elected to student offices or academic honor societies, or failed a course. Similar proportions joined fraternities or sororities, except in universities, where the figure was smaller for low-income students.

There were some differences, however. Fewer low-income students participated in student protests or demonstrations; fewer changed major fields between freshman and senior years, and fewer changed their career plans.

Moving ahead to those items in the tables that deal with attitudes and life goals, we find that more of the low-income than the other-income students agreed that disadvantaged students should receive preferential treatment in college admissions, whereas more of the other-income students agreed that open admissions lowers both the value of a degree and the reputation of a college and that such a policy discourages outstanding high school graduates from applying to the institution.

Though the life goals endorsed by low-income and other-income students after four years of college differed slightly, none of these differences

was large enough or consistent enough across institutions to indicate that the two groups deviated radically in their aims and values.

Going back to Table B1, we find that the freshman degree aspirations of low-income and other-income students were also similar. For instance, the baccalaureate was the highest degree planned for by 39 percent of low-income students and 37 percent of other-income students in universities; 35 percent and 37 percent, respectively in four-year colleges; and 35 percent and 40 percent, respectively, in two-year colleges. Similar proportions of low-income and other-income students in universities, four-year colleges, and two-year colleges hoped to get the master's or doctoral degree. Moreover, four years later, at the time of the followup, similar proportions of low-income and other-income students at four-year colleges said that they would be attending graduate school in the fall of 1971. Relatively few in either group who had entered two-year colleges planned to attend graduate school the following fall. At universities, the proportion of other-income students who reported they would be attending graduate school was somewhat higher than that of lower-income students.

But when it comes to activities directly related to degree attainment, differences between low-income and other-income students became apparent. For instance, more low-income than other-income students in universities and dropped out temporarily, although permanent dropout rates were similar.

In general, low-income students made slightly lower grade-point averages in college than did other-income students. It is not clear, however, that this difference accounts for the slight differences in baccalaureate completion rates over the four-year period. This differential

rate was most marked in universities, where 54 percent of other-income, but 48 percent of low-income students had received the baccalaureate by the time of the followup. The comparative figures at four-year colleges were 60 percent of other-income students and 57 percent of low-income students; at two-year colleges, the figures were 19 and 16 percent, respectively.

Factors Related to Degree Completion

Multistage stepwise regression analyses were run separately for low-income and other income students to isolate those college characteristics related to successful completion of the baccalaureate within four years after college entry. Unweighted data, based on all low-income students (N = 4,007) but only a 5 percent random sample of other-income students (N = 1,516), were used. The following variables were forced into the regression step by step: sex, race, age, father's education, mother's education, student's marital status at the time of follow-up study, and high school grade-point average. The following variables related to the student's college experience were then allowed to enter freely: major sources of support during college (12 variables), control (public, private), type of institution (two-year, four-year, university), region (Northeast, Midwest, Southeast, West-Southwest), size, and selectivity. College GPA was not included in the analyses, since this variable correlates highly with degree attainment. The results are shown in Table 5.

For both groups, married students were less likely to complete the baccalaureate in four years than were their unmarried peers. Further, for both groups, the higher the student's high school grade-point average,

Table 5

Variables Affecting Baccalaureate Attainment in Four Years for Low-Income and Other-Income Students

Variable	Low-Income[a] Final Equation Sign of Coefficient	Low-Income[a] Final Equation F Value	Low-Income[a] Zero Order Correlation	Other-Income[b] Final Equation Sign of Coefficient	Other-Income[b] Final Equation F Value	Other-Income[b] Zero Order Correlation
A. First-Stage Forced Variables						
Sex (female)	+	7.275[c]	.10[c]	+	0.940	.09[c]
Age	+	3.786	-.03[c]	+	2.565	-.10[c]
Race (white)	-	1.836	-.05	+	0.270	.01
Father's education	+	0.725	.06	+	2.205	.15[c]
Mother's education	+	0.136	.05	+	0.553	.14[c]
Marital status	-	38.414[c]	-.13[c]	-	8.639[c]	-.12[c]
High school grade point average	+	70.927[c]	.28[c]	+	36.345[c]	.30[c]
B. Second-Stage Variables Common to Low- and Other-Income Students						
Two-year colleges	-	109.590[c]	-.32[c]	-	35.674[c]	-.25[c]
Size	-	56.065[c]	-.07[c]	-	10.084[c]	-.07[c]
Major support: Parents	+	51.578[c]	.16[c]	+	45.726[c]	.22[c]
Major support: Other scholarship	+	24.791[c]	.21[c]	+	13.852[c]	.15[c]
Major support: Federal scholarship	+	6.149[c]	.15[c]	+	4.761[c]	.06[c]
C. Second-Stage Variables Significant for Low-Income Students Only						
Major support: State scholarship	+	34.883[c]	.17[c]			
Region: West-Southwest	-	26.058[c]	-.15[c]			
Major support: Federal loan	+	21.061[c]	.18[c]			
Selectivity	+	13.085[c]	.24[c]			
Major support: Work-study program	+	4.937[c]	.16[c]			
D. Second-Stage Variables Significant for Other-Income Students Only						
Region: Northeast				+	7.669[c]	.10[c]
Major support: Other (savings, etc.)				-	5.204[c]	-.03

[a]Multiple $\underline{R}$ = .4685; N = 4,007 students.

[b]Multiple $\underline{R}$ = .4289; N = 1,516 students.

[c]Significant at .05 level.

the more likely that he would complete the baccalaureate in the traditional four years. Sex was an important variable only for low-income students: Women were more likely to obtain the degree than men. This finding is not surprising, inasmuch as the tendency for women to make better high school grades than men is much more pronounced among the low-income undergraduates.

Both low-income and other-income students were less likely to attain the baccalaureate within four years if they attended two-year colleges or large institutions. Both groups were more likely to succeed if their major source of financial support came from their parents or from Federal or other scholarships. In addition, low-income students who received state scholarships, Federal loans, or financial aid from work-study programs were more likely to attain the bachelor's degree than were low-income students who did not receive such financial aid.

Finally, low-income students in highly selective institutions were more likely to attain the baccalaureate within four years than were those in less selective schools. The institution's selectivity was not a significant variable for other-income students.

Conclusion

The implications of the present study are clear. Aside from the expected dissimilarities in their demographic and background characteristics (e.g., father's occupation), the low-income undergraduate does not differ dramatically from his more affluent classmates. He shares with them the same life goals, degree aspirations, activities, and interests. He may be more likely to drop out--but only temporarily; he may shy away

from student demonstrations; he may get slightly lower grades; but, overall, the likelihood of his attaining his degree in four years is reasonably close to that of his more privileged classmates.[3]

Although the source of financial support is an important factor in determining the academic success of both groups of students, it should be emphasized that the low-income student is particularly dependent on certain sources of support if he is to make satisfactory progress.

Finally, low-income students who attend highly selective institutions do better than their counterparts who attend less selective institutions, and this holds true even when differences in ability and in the availability of financial aid are controlled for. That is, given two students who are equally able and who receive the same kind and amount of financial support--one student at a very selective institution, the other at a relatively unselective one--the former student will be more likely to complete the baccalaureate in four years. Although the reasons underlying this relationship are not immediately obvious, the present results suggest that, whenever possible, low-income students should be advised to apply to more selective institutions. It is to be hoped that future research will clarify the special impact of institutional selectivity on low-income students.

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[3]If low-income students had been compared with a more select high-income group (e.g., those whose parents' annual income was above $15,000), it is likely that the array of differences in the variables explored here would have been greater. We felt, however, that to compare the college outcomes of two strongly dissimilar groups would be less meaningful than to compare a single atypical group with the rest of the total population.

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APPENDIX A

1967 Student Information Form

1971 Followup Questionnaire

STUDENT INFORMATION FORM

YOUR NAME (please print) _____
First Middle or Maiden Last

HOME STREET ADDRESS _____

_____
City State Zip Code (if known)

When were you born? Month (01-12) Day (01-31) Year

Your Social Security Number (please copy carefully)

NOTE: The information in this report is being collected for the American Council on Education as part of a continuing study of higher education. Your cooperation in this research will contribute to an understanding of how students are affected by their college experiences. Identifying information has been requested by the Council in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence, and will be used only in group summaries for research purposes.

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read?	Yes	No
	○	●

1. Your Sex: Male ○ Female ○

2. How old will you be on December 31 of this year? (Mark one)

16 or younger ○ 17 ○ 18 ○ 19 ○ 20 ○ 21 ○ Older than 21 ○

3. What was your average grade in secondary school? (Mark one)

A or A+ ○ A– ○ B+ ○ B ○ B– ○ C+ ○ C ○ D ○

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

5. Mark one:

This is the first time I have enrolled in college as a freshman ○
I came to this college from a junior college ○
I came to this college from a four-year college or university ○

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

	Yes
Was elected president of one or more student organizations (recognized by the school)	○
Received a high rating (Good, Excellent) in a state or regional music contest	○
Participated in a state or regional speech or debate contest	○
Had a major part in a play	○
Won a varsity letter (sports)	○
Won a prize or award in an art competition	○
Edited the school paper, yearbook, or literary magazine	○
Had poems, stories, essays, or articles published	○
Participated in a National Science Foundation summer program	○
Placed (first, second, or third) in a state or regional science contest	○
Was a member of a scholastic honor society	○
Won a Certificate of Merit or Letter of Commendation in the National Merit Program	○

7. What is the highest academic degree that you intend to obtain? (Mark one)

None ○
Associate (or equivalent) ○
Bachelor's degree (B.A., B.S., etc.) ○
Master's degree (M.A., M.S., etc.) ○
Ph.D. or Ed.D ○
M.D., D.D.S., or D.V.M. ○
LL.B. or J.D. ○
B.D. ○
Other ○

8. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds) ○
Some concern (but I will probably have enough funds) ○
Major concern (not sure I will be able to complete college) ○

9. Are you a twin? (Mark one)

No ○
Yes, identical ○
Yes, fraternal same sex ○
Yes, fraternal opposite sex ○

10. Through what source do you intend to finance the first year of your undergraduate education? (Mark one in each row)

	Major Source	Minor Source	Not a Source
Personal savings and/or employment	○	○	○
Parental or other family aid	○	○	○
Repayable loan	○	○	○
Scholarship, grant, or other gift	○	○	○

11. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Some college	○	○
College degree	○	○
Postgraduate degree	○	○

12. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000 ○	$15,000-$19,999 ○
$4,000-$5,999 ○	$20,000-$24,999 ○
$6,000-$7,999 ○	$25,000-$29,999 ○
$8,000-$9,999 ○	$30,000 or more ○
$10,000-$14,999 ○	I have no idea ○

13. What is your racial background? (Mark one)

- Caucasian ○
- Negro ○
- American Indian ○
- Oriental ○
- Other ○

14. Mark one in each column below:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	○	○
Roman Catholic	○	○
Jewish	○	○
Other	○	○
None	○	○

15. While attending high school, did you: (Mark one)

- Date one steady girl friend (boy friend) ○
- Have a series of steady girl friends (boy friends) ○
- Date a few different girls (boys), but none steadily ○
- Pretty much play the field ○
- Seldom or never date ○

16. How many students in high school did you know by their first names or nicknames? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
○	○	○	○	○	○	○

How many of these students did you consider close friends? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
○	○	○	○	○	○	○

17. For each of the following activities, indicate if you presently can perform the activity competently. (Mark one in each row)

	Yes, I can presently do this well	No, but I would like to be able to do this well	No, and I have no desire to be able to do this well
Type 40 words or more per minute	○	○	○
Sketch people so that they can be recognized	○	○	○
Speak a second language fluently	○	○	○
Break 100 in golf	○	○	○
Water-ski	○	○	○
Ski on snow	○	○	○
Sight-read piano music	○	○	○
Read music (singing)	○	○	○
Identify at least fifteen species of birds on sight	○	○	○
Referee one or more sporting events	○	○	○
Recite long passages from plays or poems without notes	○	○	○
Identify or describe examples from several architectural styles	○	○	○
Sail a boat	○	○	○
Identify most of the major constellations of stars	○	○	○
Use a sewing machine	○	○	○
Use Robert's Rules of Order	○	○	○
Mix a dry Martini	○	○	○
Set a table for a formal party	○	○	○
Name the starting players for a professional athletic team	○	○	○
Score a tennis match	○	○	○
Identify many classical musical compositions by title and composer	○	○	○
Program a computer	○	○	○
Use a slide rule	○	○	○
Swim a mile without stopping	○	○	○
Name the animal phyla	○	○	○
Describe the difference between stocks and bonds	○	○	○
Develop and print photographs (darkroom work)	○	○	○
Bake a cake from scratch (no mixes)	○	○	○
Describe the personal freedoms guaranteed by the Bill of Rights	○	○	○
Do at least 15 push-ups	○	○	○

18. What is your best guess as to the chances that you will: (Mark one in each row)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	○	○	○	○
Get married within a year after college?	○	○	○	○
Obtain an A- or better over-all grade point average?	○	○	○	○
Change major field?	○	○	○	○
Change career choice?	○	○	○	○
Fail one or more courses?	○	○	○	○
Graduate with honors?	○	○	○	○
Be elected to a student office?	○	○	○	○
Join a social fraternity, sorority, or club?	○	○	○	○
Author or co-author a published article?	○	○	○	○
Be elected to an academic honor society?	○	○	○	○
Participate in student protests or demonstrations?	○	○	○	○
Drop out of this college temporarily (exclude transferring)?	○	○	○	○
Drop out permanently (exclude transferring)?	○	○	○	○
Transfer to another college before graduating?	○	○	○	○

19. Mark one in each column:

	Your current home state	Your birthplace	Your father's birthplace	Your mother's birthplace
Alabama	○	○	○	○
Alaska	○	○	○	○
Arizona	○	○	○	○
Arkansas	○	○	○	○
California	○	○	○	○
Colorado	○	○	○	○
Connecticut	○	○	○	○
Delaware	○	○	○	○
D.C.	○	○	○	○
Florida	○	○	○	○
Georgia	○	○	○	○
Hawaii	○	○	○	○
Idaho	○	○	○	○
Illinois	○	○	○	○
Indiana	○	○	○	○
Iowa	○	○	○	○
Kansas	○	○	○	○
Kentucky	○	○	○	○
Louisiana	○	○	○	○
Maine	○	○	○	○
Maryland	○	○	○	○
Massachusetts	○	○	○	○
Michigan	○	○	○	○
Minnesota	○	○	○	○
Mississippi	○	○	○	○
Missouri	○	○	○	○
Montana	○	○	○	○
Nebraska	○	○	○	○
Nevada	○	○	○	○
New Hampshire	○	○	○	○
New Jersey	○	○	○	○
New Mexico	○	○	○	○
New York	○	○	○	○
North Carolina	○	○	○	○
North Dakota	○	○	○	○
Ohio	○	○	○	○
Oklahoma	○	○	○	○
Oregon	○	○	○	○
Pennsylvania	○	○	○	○
Rhode Island	○	○	○	○
South Carolina	○	○	○	○
South Dakota	○	○	○	○
Tennessee	○	○	○	○
Texas	○	○	○	○
Utah	○	○	○	○
Vermont	○	○	○	○
Virginia	○	○	○	○
Washington	○	○	○	○
West Virginia	○	○	○	○
Wisconsin	○	○	○	○
Wyoming	○	○	○	○
Other U.S.	○	○	○	○
Canada	○	○	○	○
Latin America	○	○	○	○
Europe	○	○	○	○
Other	○	○	○	○

20. Mark only three responses, one in each column.

Your probable career occupation. (Y)
Your father's occupation. (F)
Your mother's occupation. (M)

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Housewife	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpretor (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney)	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher (elementary)	Y	F	M
Teacher (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	

21. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

(1) First choice (your probable major field of study).
(2) Second choice.
(L) The field of study which is least appealing to you.

ARTS AND HUMANITIES

	1	2	L
Architecture	1	2	L
English (literature)	1	2	L
Fine arts	1	2	L
History	1	2	L
Journalism (writing)	1	2	L
Language (modern)	1	2	L
Language (other)	1	2	L
Music	1	2	L
Philosophy	1	2	L
Speech and drama	1	2	L
Theology	1	2	L
Other	1	2	L

BIOLOGICAL SCIENCE

	1	2	L
Biology (general)	1	2	L
Biochemistry	1	2	L
Biophysics	1	2	L
Botany	1	2	L
Zoology	1	2	L
Other	1	2	L

BUSINESS

	1	2	L
Accounting	1	2	L
Business admin	1	2	L
Electronic data processing	1	2	L
Secretarial studies	1	2	L
Other	1	2	L

ENGINEERING

	1	2	L
Aeronautical	1	2	L
Civil	1	2	L
Chemical	1	2	L
Electrical	1	2	L
Industrial	1	2	L
Mechanical	1	2	L
Other	1	2	L

PHYSICAL SCIENCE

	1	2	L
Chemistry	1	2	L
Earth science	1	2	L
Mathematics	1	2	L
Physics	1	2	L
Statistics	1	2	L
Other	1	2	L

PROFESSIONAL

	1	2	L
Health Technology (medical, dental, laboratory)	1	2	L
Nursing	1	2	L
Pharmacy	1	2	L
Predentistry	1	2	L
Prelaw	1	2	L
Premedical	1	2	L
Preveterinary	1	2	L
Therapy (occupat., physical, speech)	1	2	L
Other	1	2	L

SOCIAL SCIENCE

	1	2	L
Anthropology	1	2	L
Economics	1	2	L
Education	1	2	L
History	1	2	L
Political science (government, int. relations)	1	2	L
Psychology	1	2	L
Social work	1	2	L
Sociology	1	2	L
Other	1	2	L

OTHER FIELDS

	1	2	L
Agriculture	1	2	L
Communications (radio, T.V., etc.)	1	2	L
Electronics (technology)	1	2	L
Forestry	1	2	L
Home economics	1	2	L
Industrial arts	1	2	L
Library science	1	2	L
Military science	1	2	L
Physical education and recreation	1	2	L
Other (technical)	1	2	L
Other (nontechnical)	1	2	L
Undecided	1	2	L

Please be sure that only three circles have been marked in the above list.

22. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	F	O	N
Came late to class	F	O	N
Played a musical instrument	F	O	N
Studied in the library	F	O	N
Checked out a book or journal from the school library	F	O	N
Arranged a date for another student	F	O	N
Overslept and missed a class or appointment	F	O	N
Typed a homework assignment	F	O	N
Participated in organized demonstrations	F	O	N
Failed to complete a homework assignment on time	F	O	N
Argued with a teacher in class	F	O	N
Was a guest in a teacher's home	F	O	N
Rode on a motorcycle	F	O	N
Slept or dozed in class	F	O	N
Studied with other students	F	O	N
Did extra (unassigned) reading for a course	F	O	N
Took sleeping pills	F	O	N
Tutored another student	F	O	N
Played chess	F	O	N
Saw a foreign movie	F	O	N
Took a tranquilizing pill	F	O	N
Discussed religion	F	O	N
Took vitamins	F	O	N
Visited an art gallery or museum	F	O	N
Took a trip of more than 500 miles	F	O	N
Got a traffic ticket	F	O	N
Missed school because of illness	F	O	N
Smoked cigarettes	F	O	N
Discussed politics	F	O	N
Played tennis	F	O	N
Drank beer	F	O	N
Played bridge	F	O	N
Discussed sports	F	O	N
Asked a teacher for advice after class	F	O	N
Had vocational counseling	F	O	N
Stayed up all night	F	O	N

23. Indicate the importance to you personally of the following persons or events in your decision to enroll in this college. (Mark one for each item)

	Major Influence	Minor Influence	Not Relevant
Parent or other relative	O	O	O
High school teacher or counselor	O	O	O
Friends attending this college	O	O	O
Graduate or other representative from this college	O	O	O
Professional counseling or college placement service	O	O	O
Athletic program of the college	O	O	O
Other extracurricular activities	O	O	O
Social life of the college	O	O	O
Opportunity to live away from home	O	O	O
Low cost	O	O	O
Academic reputation of the college	O	O	O
Most of the students are like me	O	O	O
Religious affiliation	O	O	O

24. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N

25. Mark one in each row: (Agree strongly; Agree somewhat; Disagree somewhat; Disagree strongly)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Scientists should publish their findings regardless of the possible consequences	O	O	O	O
Realistically, an individual person can do little to bring about changes in our society	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
My beliefs and attitudes are similar to those of most other college students	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
Women should be subject to the draft	O	O	O	O
The voting age should be lowered to 18	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O

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AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

JULY, 1971

If there are any errors in the address label to the left, mark this circle → ○ and enter your correct name and address in the spaces below.

Your Last Name | First Name | Init.

Street Address

City & State | Zip Code

Dear Member of Our Survey Panel:

When you first entered college in 1967, you completed a brief information form indicating your educational and career plans. That was the first part of a nationwide survey of what happens to people after they enter college. Now that you have had some college experience, we should greatly appreciate your completing this brief questionnaire and returning it to us in the enclosed envelope. We are interested in your responses even if you attended college for only a very short time. The information you provide will be coded so that you will remain anonymous, and will be used for research purposes only, with your responses held in strict professional confidence. Since we are following up only a limited sample, your participation is very important. Thank you.

Sincerely yours,

Logan Wilson

Logan Wilson, President

MAKE NO MARKS HERE

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated:

Use only black lead pencil (No. 2½ or softer). Erase cleanly any answer you wish to change.
Make heavy black marks that fill the circle completely. Make no stray markings of any kind.

EXAMPLE: Will marks made with ball point pen or fountain pen be properly read? Yes ○ No ●

1. Please indicate which of the following applied to you during the period, Jan.–June, 1971, and which you expect to apply during the period, Sept.–Dec., 1971. (Mark as many as apply)

	Jan.-June	Sep.-Dec.
Attending college, full time (undergraduate)	○	○
Attending college, part time (undergraduate)	○	○
Attending graduate school	○	○
Having a temporary college interruption (illness, etc.)	○	○
Attending night school, adult education	○	○
Attending a school other than a college or university	○	○
Working part time	○	○
Working full time	○	○
In military service, active duty	○	○
Being a housewife	○	○
Being unemployed, looking for a job	○	○
Being unemployed, not looking for a job	○	○

2. Who will be your employer this fall? Whom do you expect to be your long-run career employer? (Mark as many as apply)

	During Fall, 1971	Long-run Career Em
Government:		
Federal (incl. military)	○	○
State and local	○	○
Education:		
Preschool and/or kindergarten	○	○
Elementary school	○	○
Junior high school	○	○
Senior high school	○	○
Junior or community college	○	○
Four-year college or university	○	○
Other non-profit organizations:		
Hospital, clinic	○	○
Social welfare or community agency	○	○
Church	○	○
Other non-profit organization	○	○
Business, industry and services:		
Self-employed	○	○
Small company (up to 1000 employees)	○	○
Large company (more than 1000 employees)	○	○
Other (incl. student, housewife)	○	○
None (do not plan to work)	○	○

3. Which of the following job activities do you expect to be doing:

A. in the fall of 1971?
B. in your long-run career?

(Mark as many as apply)

	Fall, 1971	Long-run Career
Teaching	Ⓐ	Ⓑ
Research	Ⓐ	Ⓑ
Administration	Ⓐ	Ⓑ
Sales	Ⓐ	Ⓑ
Service to clients or patients	Ⓐ	Ⓑ
None of the above (e.g., studying, homemaking)	Ⓐ	Ⓑ

4. What is your probable career occupation? (Mark one)

- ◯ Accountant or actuary
- ◯ Actor or entertainer
- ◯ Architect
- ◯ Artist
- ◯ Business (clerical)
- ◯ Business executive
- ◯ Business owner or proprietor
- ◯ Business salesman or buyer
- ◯ Clergyman (minister, priest)
- ◯ Clergy (other religious)
- ◯ Clinical psychologist
- ◯ College teacher
- ◯ Computer programmer
- ◯ Conservationist or forester
- ◯ Dentist (including orthodontist)
- ◯ Dietitian or home economist
- ◯ Engineer
- ◯ Farmer or rancher
- ◯ Foreign Service worker (including diplomat)
- ◯ Housewife
- ◯ Interior decorator/designer
- ◯ Interpreter (translator)
- ◯ Lab technician or hygienist
- ◯ Law enforcement officer
- ◯ Lawyer (attorney)
- ◯ Military service (career)
- ◯ Musician (performer, composer)
- ◯ Nurse
- ◯ Optometrist
- ◯ Pharmacist
- ◯ Physician
- ◯ School counselor
- ◯ School principal/superintendent
- ◯ Scientific researcher
- ◯ Social worker
- ◯ Statistician
- ◯ Therapist (physical, occupational, speech)
- ◯ Teacher (elementary)
- ◯ Teacher (secondary)
- ◯ Veterinarian
- ◯ Writer or journalist
- ◯ Skilled trades
- ◯ Other
- ◯ Undecided

5. Where will you most likely be living and working in the fall of 1971? (Mark one in each column)

	Working (L)	Living (W)
On a farm	L	W
In a small town	L	W
In a moderate or large size town or city	L	W
In a metropolitan area, central city	L	W
In a metropolitan area, suburb	L	W

6. How important are each of the following reasons for your career choice? (Mark one in each row)

	Very Important (V)	Somewhat Important (S)	Not Important (N)
Job openings are generally available	V	S	N
I enjoy working with the kind of people involved	V	S	N
This is a well-paying career	V	S	N
Persons in this career are less vulnerable to military service	V	S	N
This choice satisfies my parents' hopes	V	S	N
I feel this enables me to make an important contribution to society	V	S	N
There are opportunities for rapid career advancement	V	S	N
There are opportunities for freedom of action	V	S	N

7. How have you financed your college and living expenses as an undergraduate? If you plan to attend graduate school, how do you expect to finance it? (Mark as many as apply)

Sources	Undergraduate (U)	Graduate (G)
Support from your parents	U	G
Support from your spouse	U	G
Federal scholarship, fellowship, or grant	U	G
State scholarship, fellowship, or grant	U	G
Other scholarship, fellowship, or grant	U	G
Federal loan	U	G
Other loan	U	G
College work-study program	U	G
Research assistantship	U	G
Teaching assistantship	U	G
Employment	U	G
Other sources (savings, etc.)	U	G

8. Which of the following have you done since entering college in 1967? (Mark as many as apply)

- Got married ◯
- Changed major field ◯
- Changed career choice ◯
- Failed one or more courses ◯
- Graduated with honors ◯
- Was elected to a student office ◯
- Joined a social fraternity, sorority, or club ◯
- Authored or co-authored a published article ◯
- Was elected to an academic honor society ◯
- Participated in student protests or demonstrations ◯
- Dropped out of college temporarily (exclude transferring) ◯
- Dropped out of college permanently ◯
- Transferred to another college before graduating ◯

9. What is the highest degree you now hold and what are your future degree plans? (Mark one in each column)

	A. Now hold	B. Plan to get before 1973	C. Plan to get 1973–1975	D. Plan to get after 1975
None	A	B	C	D
Associate (or equivalent) (A.A., A.S., etc.)	A	B	C	D
Bachelor's Degree (A.B., B.A., B.S., etc.)	A	B	C	D
Master's Degree (M.A., M.S., etc.)	A	B	C	D
Ph.D. or Ed.D.	A	B	C	D
M.D., D.D.S., D.V.M. or D.O.	A	B	C	D
LL.B. or J.D. (Law)	A	B	C	D
B.D. (Divinity)	A	B	C	D
Other	A	B	C	D

10. How often have you discussed vocational and career plans or a possible change in major field with each of the following persons? (Mark one in each row)

	Frequently (F)	Occasionally (O)	Never (N)
College advisor	F	O	N
Academic dean	F	O	N
Residence hall counselor	F	O	N
Guidance counselor	F	O	N
Friend	F	O	N
Professor or instructor	F	O	N
Placement counselor or director	F	O	N
Family member or spouse	F	O	N
Dean of men or women	F	O	N
Counselor in non-university agency	F	O	N
Person employed in my intended field	F	O	N
Other	F	O	N

11. What was your undergraduate grade-point average for the entire time you attended college? (Mark one in each column)

	A. Over-all	B. In major subject
3.75–4.00 (A or A+)	A	B
3.25–3.74 (A- or B+)	A	B
2.75–3.24 (B)	A	B
2.25–2.74 (B- or C+)	A	B
1.75–2.24 (C)	A	B
1.25–1.74 (C- or D+)	A	B
Less than 1.25 (D or less)	A	B

12. Below is a list of 66 different academic fields grouped into general categories. Mark only three of the 66 fields as follows:

① Current or last undergraduate major field of study
② Current or last undergraduate minor field of study
Ⓖ Graduate major field (complete if you are enrolled, or plan to enroll, in graduate studies; otherwise, omit)

Arts and Humanities
① ② Ⓖ Architecture
① ② Ⓖ English (literature)
① ② Ⓖ Fine arts
① ② Ⓖ History
① ② Ⓖ Journalism (writing)
① ② Ⓖ Language (modern)
① ② Ⓖ Language (other)
① ② Ⓖ Music
① ② Ⓖ Philosophy
① ② Ⓖ Speech and drama
① ② Ⓖ Theology
① ② Ⓖ Other

Biological Science
① ② Ⓖ Biology (general)
① ② Ⓖ Biochemistry
① ② Ⓖ Biophysics
① ② Ⓖ Botany
① ② Ⓖ Zoology
① ② Ⓖ Other

Business
① ② Ⓖ Accounting
① ② Ⓖ Business Admin.
① ② Ⓖ Electronic Data Processing
① ② Ⓖ Secretarial studies
① ② Ⓖ Other

Engineering
① ② Ⓖ Aeronautical
① ② Ⓖ Civil
① ② Ⓖ Chemical
① ② Ⓖ Electrical
① ② Ⓖ Industrial
① ② Ⓖ Mechanical
① ② Ⓖ Other

Physical Science
① ② Ⓖ Chemistry
① ② Ⓖ Earth Science
① ② Ⓖ Mathematics
① ② Ⓖ Physics
① ② Ⓖ Statistics
① ② Ⓖ Other

Professional
① ② Ⓖ Health Technology (medical, dental, laboratory)
① ② Ⓖ Nursing
① ② Ⓖ Pharmacy
① ② Ⓖ Predentistry
① ② Ⓖ Prelaw
① ② Ⓖ Premedical
① ② Ⓖ Preveterinary
① ② Ⓖ Therapy (occupat., physical, speech)
① ② Ⓖ Other

Social Science
① ② Ⓖ Anthropology
① ② Ⓖ Economics
① ② Ⓖ Education
① ② Ⓖ History
① ② Ⓖ Political science (government, int. relations)
① ② Ⓖ Psychology
① ② Ⓖ Social work
① ② Ⓖ Sociology
① ② Ⓖ Other

Other Fields
① ② Ⓖ Agriculture
① ② Ⓖ Communications (radio, T.V., etc.)
① ② Ⓖ Electronics (technology)
① ② Ⓖ Forestry
① ② Ⓖ Home economics
① ② Ⓖ Industrial arts
① ② Ⓖ Library science
① ② Ⓖ Military science
① ② Ⓖ Physical education and recreation
① ② Ⓖ Other (technical)
① ② Ⓖ Other (nontechnical)
① ② Ⓖ Undecided

Please be sure that only three circles have been marked in the above list.

13. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	○	○	○	○
The activities of married women are best confined to the home and family	○	○	○	○
Parents should be discouraged from having large families	○	○	○	○
Colleges would be improved if organized sports were de-emphasized	○	○	○	○
Scientists should publish their findings regardless of the possible consequences	○	○	○	○
Realistically, an individual person can do little to bring about changes in our society	○	○	○	○
The chief benefit of a college education is that it increases one's earning power	○	○	○	○
My beliefs and attitudes are similar to those of most other people my age	○	○	○	○
Faculty promotions should be based in part on student evaluations	○	○	○	○
Student publications should be cleared by college officials	○	○	○	○
Women should be subject to the draft	○	○	○	○
College officials have the right to ban persons with extreme views from speaking on campus	○	○	○	○
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	○	○	○	○
Most college officials have been too lax in dealing with student protests on campus	○	○	○	○
Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges	○	○	○	○
Even if it employs open admissions, a college should award degrees based on the same performance standards for all students	○	○	○	○
Open admissions is a good idea because it equalizes opportunities for higher education	○	○	○	○
Open admissions is okay, but the students who have high school deficiencies or poor marks should attend separate colleges	○	○	○	○
Open admissions is a good idea because it offers many students a chance	○	○	○	○
Open admissions lowers the value of a degree	○	○	○	○
Open admissions lowers the reputation of a college	○	○	○	○
Open admissions discourages applications from outstanding high school graduates	○	○	○	○
A student's grades should not be revealed to anyone off campus without his consent	○	○	○	○
Students should be more militant in defending their interests	○	○	○	○
Students who disrupt the functioning of a college should be expelled or suspended	○	○	○	○
Much of what is taught at college is irrelevant to what is going on in the outside world	○	○	○	○
Most faculty are strongly interested in the academic problems of undergraduates	○	○	○	○
Colleges should be actively engaged in solving social problems	○	○	○	○
Most rules governing student behavior at college are sensible	○	○	○	○
Most professors don't do much to earn their pay	○	○	○	○

14. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Having opportunities to be original and creative	E	V	S	N
Having a stable, secure future	E	V	S	N
Being free from supervision in my work	E	V	S	N
Having opportunities to be useful to society	E	V	S	N
Having a chance to exercise leadership	E	V	S	N
Living and working in the world of ideas	E	V	S	N
Working with people rather than things	E	V	S	N
Avoiding a high-pressure job	E	V	S	N

15. How many college credit hours of work have you had in the following subjects? (Mark one in each row)

	None	1–4	5–8	9–15	16–27	More Than 27
Physical sciences	○	○	○	○	○	○
Biological sciences	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○
Social sciences	○	○	○	○	○	○
Arts and humanities	○	○	○	○	○	○
Education	○	○	○	○	○	○
Elementary school practice teaching	○	○	○	○	○	○
Secondary school practice teaching	○	○	○	○	○	○

16. Undergraduate education in America would be improved if: (Mark as many as apply)

- All courses were elective ○
- Grades were abolished ○
- Course work were more relevant to contemporary life and problems ○
- More attention were paid to the emotional growth of students ○
- Students were required to spend a year in community service in the U. S. or abroad ○
- The college were governed completely by its faculty and students ○
- There were less emphasis on specialized training and more on broad liberal education ○

NOTE: IF YOU ARE (OR PLAN TO BE AT ANY TIME) AN ELEMENTARY OR SECONDARY SCHOOL TEACHER, PLEASE ANSWER THE FOLLOWING ITEMS. (Otherwise you have finished; please return your questionnaire in the envelope provided. Thank you.)

17A. When do you plan (or hope) to start teaching? (Mark one)

- I have already started on a full-time job (skip to item 18) ○
- I have already started on a part-time job (skip to item 18) ○
- This year, on a full-time basis ○
- This year, on a part-time basis ○
- In one to three years ○
- Some time later ○

B. Have you applied for a teaching position? (Mark one)

- Yes, to one school system and received a contract ○
- Yes, to more than one school system and received a contract ○
- Yes, to one school system, but received no contract ○
- Yes, to more than one school system, but received no contract ○
- No, because I am not yet qualified ○
- No, because I know that teaching jobs are scarce ○
- No, for other reasons ○

18. How long a teaching career do you anticipate? (Mark one)

- Less than two years ○
- Two to five years ○
- More than five years, but not the rest of my working life ○
- Most of my working life ○

19. Which of the following kinds of pupils do you expect to be in the majority of those you teach on your first job? Which would you most prefer to teach? (Mark one in each column)

	Expect To Teach	Prefer To Teach
White/Caucasian	E	P
Black/Negro/Afro-American	E	P
American Indian	E	P
Oriental	E	P
Mexican-American/Chicano	E	P
Puerto Rican	E	P
Other	E	P
Don't know	E	P

20. Which of the following kinds of pupils are you trained to teach, expect to teach, prefer to teach, and feel prepared to teach? (Mark as many as apply)

Trained	Expect	Prefer	Feel Prepared	
T	E	P	F	Mentally retarded children
T	E	P	F	Physically handicapped children
T	E	P	F	Emotionally disturbed children
T	E	P	F	Exceptionally bright children
T	E	P	F	Highly creative children
T	E	P	F	Socially/economically disadvantaged children
T	E	P	F	Bilingual children
T	E	P	F	Preschool children
T	E	P	F	Adults
T	E	P	F	None of the above

APPENDIX B

Selected Responses of 1967 Freshmen to Freshman and 1971 Followup Questionnaires, by Sex, Parental Income, and Type of Institution in Which Originally Enrolled

Table B1

Selected Responses of 1967 Freshmen to the Freshman Questionnaire,

by Sex, Parents' Income, and

Type of Institution in Which Originally Enrolled

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Demographic Characteristics:																		
Sex:	62.0	38.0	100.0	59.0	41.0	100.0	54.0	46.0	100.0	52.0	48.0	100.0	61.0	39.0	100.0	61.0	39.0	100.0
Age:																		
16 or younger	.0	.0	.0	.2	.0	.1	.1	.1	.1	.3	.3	.3	.1	.0	.1	.1	.1	.1
17	3.1	3.2	3.2	4.7	5.4	5.0	5.1	7.4	6.2	4.7	7.2	5.9	3.4	4.4	3.8	2.4	3.1	2.7
18	74.9	81.7	77.4	80.1	84.0	81.7	73.4	79.0	76.0	79.7	84.6	82.0	54.8	68.2	60.0	66.0	79.1	71.1
19	15.0	10.2	13.2	12.6	9.5	11.3	14.3	10.4	12.5	12.3	6.7	9.6	24.4	15.3	20.8	22.3	13.1	18.7
20	1.8	.9	1.4	.7	.5	.6	2.9	1.1	2.1	1.3	.5	.9	2.5	2.8	2.6	3.0	1.3	2.4
21	.6	.0	.4	.4	.1	.3	1.6	.7	1.2	.6	.1	.4	1.7	.7	1.3	1.3	.4	.9
Over 21	4.6	4.0	4.4	1.3	.4	.9	2.5	1.3	2.0	1.0	.6	.8	13.1	8.7	11.4	4.9	2.9	4.1
Race:																		
Caucasian	88.7	87.5	88.3	94.7	93.1	94.0	71.1	67.9	69.6	90.5	89.8	90.1	81.8	74.8	79.1	89.9	90.4	90.1
Negro	4.2	5.1	4.5	1.0	1.6	1.2	20.8	25.6	23.0	4.9	6.2	5.5	5.0	12.6	7.9	1.0	2.4	1.5
American Indian	.6	1.1	.8	.2	.6	.3	1.5	.6	1.1	.3	.5	.4	.3	2.6	1.2	.6	.9	.7
Oriental	2.3	1.5	2.0	1.1	.9	1.0	1.5	2.1	1.8	.9	.6	.7	2.5	1.3	2.0	1.3	.2	.8
Other	4.2	4.9	4.4	3.1	3.9	3.4	5.1	3.8	4.5	3.4	3.0	3.2	10.5	8.6	9.8	7.2	6.2	6.8
Religious Background:																		
Protestant	56.5	62.2	58.6	57.4	63.2	59.8	50.1	55.9	52.8	51.3	55.5	53.3	43.6	49.0	45.7	45.4	46.9	46.0
Roman Catholic	28.3	26.7	27.7	26.2	21.9	24.4	30.7	26.6	28.8	35.7	33.0	34.4	41.6	32.9	38.3	37.6	41.2	39.1
Jewish	1.9	3.7	2.6	9.1	9.3	9.1	3.8	3.7	3.8	6.8	6.4	6.6	1.7	1.5	1.6	3.9	1.6	3.0
Other	9.8	5.2	8.1	5.4	3.5	4.6	13.3	11.1	12.3	4.4	3.5	4.0	10.5	14.8	12.1	10.8	9.1	10.2
None	3.6	2.2	3.1	2.0	2.1	2.1	2.1	2.6	2.4	1.8	1.7	1.7	2.7	1.7	2.3	2.3	1.1	1.8

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Father's Education																		
Grammar school or less	20.1	21.7	20.7	5.0	4.6	4.8	28.4	23.9	26.3	7.7	6.9	7.3	32.6	31.8	32.3	10.6	10.5	10.5
Some high school	20.9	18.8	20.1	11.0	9.7	10.5	27.1	29.3	28.1	14.4	13.2	13.8	29.0	26.9	28.2	22.0	21.3	21.8
High school graduate	32.3	37.4	34.2	28.4	24.5	26.8	29.7	26.8	28.3	30.9	28.7	29.9	26.5	28.8	27.4	36.8	31.9	34.9
Some college	18.7	12.7	16.4	21.3	21.3	21.3	8.6	12.1	10.2	18.5	19.2	18.9	7.2	8.4	7.7	16.8	19.9	18.0
College degree	5.4	6.8	5.9	21.3	24.4	22.6	4.4	5.8	5.0	17.9	19.0	18.4	3.2	2.7	3.1	10.1	12.6	11.1
Postgraduate degree	2.6	2.8	2.7	13.0	15.5	14.0	1.9	2.1	2.0	10.6	13.0	11.8	1.5	1.3	1.4	3.7	3.8	3.7
Mother's Education																		
Grammar school or less	12.1	10.7	11.6	2.1	2.8	2.4	16.5	14.9	15.8	4.7	3.7	4.2	20.2	25.4	22.2	6.4	6.3	6.3
Some high school	21.6	20.6	21.2	8.4	7.7	8.1	27.1	24.4	25.9	11.9	10.4	11.2	29.4	25.3	27.8	16.7	19.9	18.0
High school graduate	41.9	44.2	42.8	43.8	38.1	41.5	41.5	40.6	41.1	46.4	42.6	44.5	40.0	33.8	37.6	49.2	41.8	46.3
Some college	18.4	17.6	18.1	23.3	27.6	25.0	8.6	14.2	11.1	19.1	20.0	19.6	7.4	11.1	8.8	17.6	19.6	18.3
College degree	5.4	6.1	5.7	19.0	19.9	19.3	6.1	5.2	5.7	14.9	16.6	16.7	3.0	3.9	3.3	8.7	10.8	9.5
Postgraduate degree	.5	.8	.6	3.5	3.8	3.6	.2	.8	.5	3.1	4.6	3.8	.0	.5	.2	1.4	1.7	1.5

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Father's Occupation:																		
Artist (incl. performer)	1.0	.5	.8	.7	1.3	.9	.4	.7	.5	1.0	1.1	1.0	1.0	.3	.7	1.1	.2	.8
Businessman	19.2	18.2	18.8	38.2	36.4	37.5	17.6	11.8	14.9	33.1	33.9	33.5	13.1	13.1	13.1	26.4	27.0	26.6
Clergyman	.0	.6	.2	.6	.9	.7	1.6	2.2	1.9	.8	.9	.9	.5	1.6	.9	.9	.3	.6
College teacher	.1	.0	.1	.9	1.3	1.1	.4	.1	.3	.8	.9	.9	.0	.0	.0	.1	.4	.2
Doctor (M.D. or D.D.S.)	.0	.0	.0	3.3	3.9	3.6	.4	.2	.3	2.1	2.9	2.5	.1	.1	.1	.6	.9	.7
Educator (secondary)	1.4	.9	1.2	2.6	2.3	2.5	.2	.7	.4	2.6	3.2	2.8	.4	.2	.4	1.4	1.3	1.4
Elementary teacher	.0	.1	.0	.3	.4	.3	.4	.2	.3	.5	.4	.4	.0	.0	.0	.1	.3	.2
Engineer	.7	1.6	1.0	8.6	9.3	8.9	2.0	1.7	1.9	7.4	7.4	7.4	.7	2.9	1.5	6.9	7.6	7.2
Farmer or forester	18.4	18.7	18.5	6.3	6.0	6.2	8.9	11.4	10.0	4.8	4.5	4.7	12.5	10.4	11.7	7.5	5.9	6.8
Health professional (non-M.D.)	.5	.0	.3	.9	1.6	1.2	.6	.8	.7	1.4	1.0	1.2	1.8	.2	1.2	.9	1.2	1.0
Lawyer	.1	.3	.2	1.8	1.9	1.8	.1	.1	.1	1.5	1.9	1.7	.0	.0	.0	.2	.5	.3
Military career	1.0	2.3	1.5	2.3	1.9	2.1	.6	1.6	1.1	1.3	1.6	1.4	1.6	3.5	2.4	1.0	1.0	1.0
Research scientist	.1	.5	.3	.6	1.2	.8	.1	.0	.1	.6	.5	.5	.0	.0	.0	.7	.3	.6
Skilled worker	15.6	13.9	14.9	10.3	10.0	10.2	12.7	13.8	13.2	13.3	10.7	12.1	13.9	12.8	13.5	17.0	17.1	17.1
Semiskilled worker	12.4	11.3	12.0	5.5	4.0	4.9	22.8	16.7	19.9	7.7	5.6	6.7	16.9	20.0	18.1	11.7	9.2	10.7
Unskilled worker	6.7	6.9	6.8	2.1	1.3	1.8	11.7	13.8	12.7	3.0	2.9	2.9	16.4	11.1	14.3	2.9	3.0	3.0
Unemployed	2.1	4.0	2.8	.4	.3	.3	4.4	2.2	3.4	.5	.4	.4	2.8	2.3	2.6	.3	.7	.5
Other	20.7	20.2	20.5	14.7	16.0	15.2	15.1	21.9	18.3	17.6	20.1	18.8	18.1	21.4	19.4	19.9	23.2	21.2

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B1 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Educational Background																		
Average Grade in High School:																		
A or A+	5.9	13.7	8.9	6.3	10.3	7.9	3.4	6.5	4.9	3.7	7.2	5.4	.6	3.2	1.6	.4	1.2	.7
A-	11.1	17.6	13.6	10.8	15.9	12.9	6.9	13.3	9.8	6.9	11.5	9.1	1.3	5.4	2.9	1.1	3.9	2.2
B+	20.5	25.8	22.5	16.8	24.9	20.1	15.9	26.4	20.7	14.3	21.6	17.8	5.5	12.1	8.1	4.5	11.3	7.1
B	22.5	26.6	24.1	23.1	25.7	24.2	25.0	26.5	25.7	22.5	28.4	25.3	18.9	28.3	22.5	12.9	26.5	18.2
B-	15.5	10.0	13.4	16.7	11.5	14.5	16.8	10.0	13.7	16.6	14.4	15.5	14.1	18.7	15.8	17.1	20.1	18.3
C+	16.7	4.2	11.9	14.1	7.5	11.4	17.5	11.1	14.5	19.9	10.4	15.3	25.7	15.9	22.0	28.8	21.4	25.9
C	7.2	2.1	5.2	11.6	4.1	8.5	13.9	6.2	10.3	15.4	6.4	11.1	32.1	14.2	25.2	32.9	15.5	26.1
D	.6	.0	.4	.6	.1	.4	.7	.0	.4	.7	.1	.4	1.8	2.3	2.0	2.3	.1	1.5
Major Reasons for Deciding To Attend This College:																		
Parent or other relative	38.7	46.0	41.5	40.2	47.5	43.2	36.2	45.4	40.4	44.2	47.7	45.9	42.0	47.6	44.2	46.7	50.3	48.1
High school teacher or counselor	29.5	28.2	29.0	17.1	17.4	17.2	30.9	31.4	31.1	25.6	21.0	23.4	25.5	25.2	25.3	23.2	20.7	22.2
Friends attending this college	15.7	13.5	14.8	16.9	20.2	18.3	13.0	14.2	13.6	15.3	17.7	16.4	15.2	10.6	13.4	14.2	15.9	14.9
Graduate or college representative	12.8	12.3	12.6	11.1	11.9	11.4	14.3	15.8	15.0	16.0	15.7	15.9	8.2	13.4	10.2	7.9	10.1	8.8
Counseling or placement service	4.4	1.8	3.5	3.2	3.0	3.1	5.4	3.6	4.6	4.0	3.5	3.8	4.4	7.6	5.6	4.9	4.9	4.9
Athletic program of the college	11.4	11.1	7.5	7.8	1.9	5.4	12.2	3.6	8.2	11.0	3.7	7.5	4.9	2.4	3.9	5.9	.9	4.0
Other extracurricular activities	6.2	3.0	5.0	6.4	6.3	6.3	3.7	3.0	3.4	5.3	4.7	5.0	1.3	2.3	1.7	2.3	2.5	2.4
Social life of the college	10.5	3.0	7.7	11.2	11.5	11.3	6.3	5.6	6.0	7.7	8.2	7.9	3.8	4.4	4.0	5.3	4.6	5.0
Chance to live away from home	15.1	19.2	16.6	19.4	25.2	21.7	11.1	13.7	12.3	15.9	21.9	18.8	2.7	7.7	4.6	4.7	8.6	6.2
Low cost	21.8	28.2	24.2	17.7	17.4	17.6	27.7	30.6	29.1	18.4	19.7	19.0	40.5	44.4	42.0	31.8	31.4	31.7
Academic reputation of the college	54.3	62.3	57.3	55.8	57.4	56.5	47.8	53.4	50.4	50.3	56.1	53.1	26.2	31.2	28.1	21.4	31.7	25.4
Most students are like me	6.4	6.1	6.3	8.4	7.0	7.8	7.9	8.1	8.0	10.0	11.5	10.7	6.9	8.6	7.6	9.5	7.9	8.9
Religious affiliation	1.1	4.1	2.2	2.4	4.0	3.0	8.5	12.6	10.4	7.6	11.4	9.5	5.9	11.4	8.0	4.4	9.2	6.2

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B1 - Concluded

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of College Applications:																		
This college only	61.6	64.4	62.6	45.1	53.2	48.4	47.4	52.4	49.7	39.0	44.4	41.6	67.6	66.2	67.0	62.9	58.9	61.4
Number of College Acceptances:																		
This college only	52.8	58.1	54.8	62.1	61.1	61.7	40.5	43.6	41.9	41.9	48.0	44.4	62.1	61.1	61.7	37.0	39.1	38.0
Degree Plans:																		
None	2.4	3.3	2.8	1.8	2.9	2.2	2.3	2.8	2.6	2.4	2.0	2.2	7.4	9.2	8.1	5.8	6.2	6.0
Associate (or equivalent)	2.3	5.2	3.4	1.1	3.2	2.0	1.7	1.9	1.8	1.3	1.7	1.5	18.0	29.9	22.5	12.8	31.9	20.3
Bachelor's degree (B.A., B.S.)	37.4	41.5	39.0	28.7	49.8	37.3	34.6	35.4	35.0	29.7	45.0	37.1	36.0	32.5	34.7	42.0	36.8	39.9
Master's degree (M.A., M.S.)	32.9	35.7	33.9	33.3	32.7	33.1	38.5	44.4	41.3	38.6	41.7	40.1	24.8	20.4	23.1	26.4	19.6	23.8
Ph.D. or Ed.D.	17.1	7.7	13.5	18.2	6.8	13.6	16.4	12.2	14.5	17.1	6.7	12.1	7.4	2.8	5.7	6.1	1.7	4.4
M.D., D.D.S., or D.V.M.	6.7	4.3	5.8	10.7	3.0	7.6	4.5	2.0	3.3	7.2	1.6	4.5	3.7	.5	2.5	3.3	.5	2.2
L.L.B. or J.D.	.5	.4	.5	4.5	.3	2.8	.9	.2	.6	2.3	.3	1.3	.2	.0	.1	.5	.2	.4
B.D.	.3	.0	.2	.3	.1	.2	.1	.0	.1	.6	.1	.3	.2	.3	.3	.4	.3	.4
Other	.4	1.9	1.0	1.3	1.3	1.3	.9	1.0	.9	.9	.8	.9	2.3	4.3	3.1	2.6	2.8	2.7
Finances																		
Concern about financing education:																		
None	11.3	11.6	11.4	37.4	38.3	37.8	15.3	9.9	12.8	35.9	35.8	35.8	22.4	19.5	21.3	34.9	41.1	37.3
Some concern	66.1	62.6	64.8	56.7	54.2	55.7	67.3	67.1	67.2	58.7	57.5	58.1	60.6	61.2	60.8	58.7	53.3	56.6
Major concern	22.6	25.8	23.8	5.9	7.5	6.6	17.4	22.9	20.0	5.4	6.7	6.0	17.0	19.3	17.9	6.3	5.6	6.0

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2

Selected Responses of 1967 Freshmen to the 1971 Followup Questionnaire, by Sex, Parents' Income, and Type of Institution in Which Originally Enrolled

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Plans and Status																		
Student Status in Jan.-June, 1971:																		
Full-time student	70.6	61.6	67.2	73.8	62.1	69.0	66.4	61.8	64.3	72.1	67.1	69.8	34.9	32.3	33.9	40.4	33.8	37.8
Part-time student	2.0	3.4	2.5	3.6	4.8	4.1	3.3	4.1	3.7	3.3	3.7	3.5	4.8	4.4	4.6	7.7	6.5	7.2
Working full time	15.0	18.9	16.5	14.1	21.8	17.2	18.9	21.0	19.9	15.0	18.9	16.9	36.7	37.8	37.2	35.0	40.2	37.0
Activities Since Entering College:																		
Got married	24.0	40.8	30.4	25.3	37.4	30.2	30.1	31.3	30.7	24.4	33.5	28.7	32.3	39.8	35.2	29.8	41.0	34.1
Changed major field	42.8	41.1	42.1	49.6	44.6	47.6	38.8	32.2	35.8	45.7	39.3	42.6	39.2	25.1	33.8	40.5	28.5	35.8
Changed career choice	42.9	40.9	42.1	46.9	43.5	45.5	37.6	29.1	33.7	46.1	39.5	42.9	39.1	32.7	36.6	40.4	34.6	38.1
Failed one or more courses	49.5	23.2	39.6	44.1	27.9	37.5	44.3	26.6	36.2	45.1	24.5	35.2	36.9	23.6	31.8	40.4	20.6	32.7
Graduated with honors	11.7	14.0	12.6	12.2	17.6	14.4	10.6	13.5	11.9	10.5	14.8	12.6	7.4	8.3	7.7	5.5	9.8	7.2
Elected to student office	12.9	14.8	13.6	12.9	14.6	13.6	16.4	20.3	18.2	17.9	20.3	19.0	10.3	11.2	10.6	8.5	12.7	10.1
Joined fraternity, sorority, or club	27.9	22.5	25.9	38.9	36.3	37.8	35.6	38.5	37.0	40.0	37.0	38.6	19.6	27.0	22.4	21.9	25.2	23.2
Authored or coauthored published article	4.8	4.8	4.8	7.1	5.1	6.3	6.7	6.9	6.8	9.1	5.8	7.5	4.1	2.3	3.4	4.6	3.5	4.2
Elected to academic honor society	14.3	17.3	15.4	14.4	19.1	16.3	10.7	15.8	13.1	11.8	16.2	13.9	5.7	8.1	6.6	5.6	9.6	7.1
Participated in student protests or demonstrations	25.7	19.0	23.1	30.9	25.3	28.6	23.5	24.9	24.1	29.6	27.4	28.5	10.3	6.6	8.9	14.9	9.9	13.0
Dropped out temporarily	30.8	27.2	29.5	24.2	25.3	24.6	23.5	19.2	21.5	23.9	20.6	22.3	37.0	28.1	33.5	41.8	30.3	37.4
Dropped out permanently	4.8	10.1	6.8	4.4	8.5	6.1	6.0	11.1	8.4	4.3	8.4	6.3	10.3	18.9	13.6	10.9	15.6	12.7
Transferred to another college before graduating	18.4	12.1	16.0	17.6	20.2	18.7	16.3	13.9	15.2	22.2	24.0	23.1	35.3	34.2	34.8	40.9	35.1	38.7

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Grade Point Average in Major Field:																		
A or A+	2.0	2.6	2.3	2.1	3.4	2.7	1.3	2.1	1.7	1.4	2.8	2.1	1.9	1.1	1.6	.5	1.7	1.0
A- or B+	12.2	18.5	14.6	12.9	20.2	15.9	9.2	16.0	12.3	10.2	17.1	13.5	7.5	10.0	8.5	5.0	10.9	7.3
B	25.1	38.7	30.3	28.4	33.3	30.4	24.7	32.1	28.2	25.6	34.5	29.9	23.6	27.0	24.9	19.0	28.5	22.7
B- or C+	32.9	25.3	30.0	31.9	27.3	30.0	36.3	30.9	33.8	35.3	30.9	33.2	32.8	36.7	34.3	34.3	32.5	33.6
C	19.2	10.2	15.8	18.1	11.7	15.5	21.7	14.2	18.2	21.1	11.5	16.5	22.8	18.9	21.3	31.1	21.0	27.2
C- or D+	6.6	2.8	5.2	4.5	3.1	3.9	5.3	4.2	4.8	4.5	2.6	3.5	8.2	3.8	6.5	7.6	4.4	6.3
D or less	2.0	1.8	2.0	2.1	1.0	1.6	1.5	.5	1.1	1.9	.6	1.3	3.1	2.5	2.9	2.4	1.0	1.9
Major Field as Senior:																		
Agriculture	6.0	.0	3.7	4.1	.2	2.5	4.0	.0	2.2	2.5	.1	1.3	4.8	.3	3.0	4.6	.5	3.0
Biological sciences	4.5	5.0	4.7	6.3	3.1	5.0	5.7	4.8	5.3	6.4	2.9	4.7	4.3	2.5	3.6	4.8	1.3	3.4
Business	15.1	8.3	12.5	21.7	7.4	15.8	18.7	10.7	15.0	16.5	5.1	11.0	23.0	30.4	25.9	24.4	24.0	24.2
Education	6.4	17.6	10.7	3.0	18.7	9.5	11.5	23.4	17.0	7.9	26.8	17.0	4.9	18.5	10.2	6.0	17.9	10.6
Engineering	19.7	.9	12.6	12.6	.4	7.6	9.0	.1	4.9	11.8	.1	6.2	16.2	.0	9.9	14.7	.1	7.0
English	3.2	9.6	5.6	4.0	8.9	6.0	4.5	10.2	7.1	4.8	11.0	7.8	2.1	4.2	2.9	1.6	6.6	3.5
Health professions (non-M.D.)	3.1	15.8	7.9	1.1	10.8	5.1	.5	6.5	3.3	.5	4.8	2.6	4.3	13.7	7.9	1.6	12.7	6.0
History, political science	5.6	6.4	5.9	10.7	6.0	8.8	8.3	5.0	6.8	12.8	6.9	9.9	7.1	2.7	5.4	7.3	5.1	6.5

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Humanities	2.4	5.9	3.7	3.0	5.9	4.2	2.6	6.4	4.4	3.1	6.5	4.8	2.6	3.6	3.0	1.5	3.3	2.2
Fine arts	5.5	6.4	5.9	7.0	10.1	8.3	4.5	7.2	5.8	5.7	10.4	8.0	4.6	6.3	5.3	7.9	7.8	7.9
Mathematics or statistics	6.0	2.9	4.8	2.5	3.2	2.8	6.0	6.4	6.2	3.9	3.4	3.7	1.9	2.0	2.0	2.1	1.2	1.8
Physical sciences	5.6	1.1	3.9	4.9	.9	3.2	5.7	1.0	3.6	4.8	1.0	3.0	3.5	.5	2.3	1.8	.5	1.3
Preprofessional	.9	.0	.5	2.7	.4	1.8	.7	.5	.6	1.7	.3	1.0	.8	1.1	.9	1.7	.5	1.2
Social sciences	10.0	11.2	10.4	12.1	13.4	12.6	11.4	1.5	12.1	13.8	14.4	14.1	9.1	7.7	8.5	9.1	10.6	9.7
Other fields (technical)	5.4	1.3	3.8	3.6	2.6	3.2	4.8	3.1	3.3	3.0	1.1	2.1	9.1	1.8	6.3	9.4	3.2	6.9
Other fields (nontechnical)	.4	7.1	2.9	.3	7.2	3.1	.9	.2	1.9	.5	4.7	2.5	.9	4.4	2.2	.7	4.2	2.1
Undecided	.2	.6	.3	.4	.8	.5	1.0	.2	.7	.4	.5	.5	.9	.7	.8	.9	.5	.7
Highest Degree Now Held:																		
None	48.1	42.1	45.8	43.5	34.9	39.9	41.5	32.3	37.2	39.1	28.4	33.9	36.3	39.3	37.5	40.3	35.3	38.3
Associate (or equivalent)	5.6	3.2	4.7	4.6	5.7	5.1	4.6	5.0	4.8	5.5	4.9	5.2	48.3	37.2	43.9	40.5	41.3	40.8
Bachelor's degree (B.A., B.S.)	45.2	51.8	47.8	51.3	57.6	53.9	52.9	61.0	56.7	54.7	65.0	59.7	13.2	20.5	16.1	17.4	20.6	18.7
Master's degree (M.A., M.S.)	.1	.0	.1	.0	.1	.1	.1	.0	.0	.0	.1	.1	.0	.4	.2	.0	.0	.0
Ph.D. or Ed.D.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
M.D., D.D.S., or D.O.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0
L.L.B. or J.D.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.1	.0	.0
B.D.	.3	.0	.2	.1	.0	.0	.0	.0	.0	.0	.0	.0	.4	.0	.3	.0	.0	.0
Other	.7	2.9	1.5	.5	1.6	.9	.9	1.7	1.3	.7	1.5	1.1	1.7	2.6	2.0	1.6	2.8	2.1
Will attend graduate school in Sept.-Dec. 1971	12.2	10.7	11.6	18.9	12.0	16.1	15.0	10.8	13.4	16.7	12.8	14.9	2.9	1.5	2.4	3.7	3.6	3.7

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Career Plans:																		
Artist	5.2	3.1	4.4	4.6	7.0	5.6	3.1	5.2	4.1	4.3	5.4	4.8	3.3	2.3	2.9	3.8	3.9	3.8
Businessman	15.3	2.9	10.6	21.9	4.6	14.9	20.9	4.7	13.4	20.5	3.1	12.2	17.5	6.2	13.2	21.7	4.7	15.0
Clergyman	1.2	.3	.9	1.0	.4	.7	2.2	.3	1.3	1.5	.3	.9	1.6	1.1	1.4	.6	.6	.6
College teacher	4.9	3.4	4.3	4.0	3.0	3.6	4.2	3.2	3.7	4.7	3.5	4.1	4.3	.5	2.9	2.1	.6	1.5
Doctor (M.D. or D.D.S.)	1.5	2.1	1.7	6.4	.9	4.2	3.9	.2	2.2	4.1	.7	2.4	1.1	1.0	1.1	1.3	.0	.8
Educator (secondary)	14.0	21.5	16.8	6.7	16.0	10.5	17.9	21.4	19.6	12.6	17.7	15.5	8.3	15.1	10.9	10.0	10.0	10.0
Elementary teacher	1.6	14.1	6.3	.8	16.8	7.3	3.9	21.5	12.1	2.0	25.2	13.1	1.9	11.8	5.7	1.9	18.5	8.4
Engineer	13.2	1.5	8.8	9.1	.1	5.4	7.7	.1	4.2	8.4	.1	4.4	11.2	.0	6.9	8.7	.0	5.3
Farmer or forester	5.3	.1	3.3	3.8	.3	2.4	1.3	.0	.7	2.8	.3	1.6	5.5	.0	3.4	4.4	.3	2.8
Health professional (non-M.D.)	3.3	7.4	4.9	1.8	6.3	3.6	1.9	5.7	3.6	1.9	3.8	2.8	3.2	4.1	3.5	2.5	4.6	3.3
Lawyer	6.4	1.2	4.5	9.0	1.7	6.0	3.0	.8	1.9	7.2	.8	4.1	1.1	.2	.8	2.9	.0	1.8
Nurse	.1	8.6	3.3	.1	5.7	2.3	.1	4.0	1.9	.1	3.2	1.6	.5	8.7	3.7	.2	7.4	3.0
Research scientist	3.1	1.3	2.4	2.9	1.7	2.4	2.9	1.6	2.3	3.2	1.1	2.2	1.9	.1	1.2	1.7	.3	1.2
Other	17.8	19.7	18.5	18.6	20.2	19.3	20.7	18.1	19.5	18.7	18.4	18.6	30.6	30.4	30.5	30.6	25.2	28.5
Housewife	.0	8.8	3.3	.0	9.0	3.7	.0	8.2	3.8	.1	9.8	4.8	.0	14.7	5.6	.0	18.8	7.1
Undecided	7.1	4.1	6.0	9.2	6.5	8.1	6.3	5.0	5.7	7.8	6.6	7.3	8.0	3.7	6.4	7.8	5.6	7.0

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
"Never" or "Occasionally" Discussed Career Plans with Other Person																		
College advisor	92.1	92.7	92.4	93.1	89.9	91.8	91.6	87.8	89.9	92.0	88.5	90.2	90.5	90.9	90.7	93.2	92.9	93.0
Academic dean	99.6	100.0	99.7	98.9	98.8	98.9	98.5	99.5	98.9	98.7	98.9	98.8	99.7	99.9	99.8	99.4	98.9	99.2
Resident hall counselor	98.3	97.2	97.9	98.2	98.0	98.1	97.4	98.1	97.7	98.1	97.2	97.7	98.6	99.6	99.0	99.0	98.4	98.8
Guidance counselor	98.0	98.4	98.1	98.2	96.8	97.7	96.6	96.3	96.4	97.1	97.0	97.0	93.5	92.5	93.1	95.4	93.5	94.6
Friend	46.6	41.9	44.4	45.0	36.3	41.4	47.5	37.6	42.8	42.9	32.5	37.9	50.4	51.2	50.6	53.6	46.8	50.9
Professor or instructor	85.3	84.0	84.8	85.2	84.1	84.7	80.2	76.6	78.6	79.8	77.4	78.7	83.3	88.1	85.1	86.3	84.8	85.8
Placement counselor	99.0	97.7	98.6	98.4	98.1	98.3	95.9	95.7	95.8	97.6	96.7	97.2	98.5	98.8	98.6	96.2	97.2	96.6
Family member or spouse	63.6	54.5	60.1	57.0	42.8	51.2	61.5	50.4	56.2	55.1	42.2	48.9	57.1	54.2	56.0	59.9	48.9	55.6
Dean of men or women	99.9	100.0	99.9	99.4	99.3	99.4	97.8	99.3	98.5	98.1	98.6	98.3	100.0	99.6	99.8	99.6	98.8	99.3
Counselor in nonuniversity agency	99.3	96.2	98.1	98.9	98.7	98.9	98.0	99.4	98.6	98.6	98.6	98.6	98.1	99.6	98.7	98.1	99.0	98.4
Person employed in intended field	80.6	78.7	79.9	81.1	77.1	79.4	80.5	78.6	79.6	78.0	77.1	77.6	76.5	77.9	77.0	80.3	79.3	79.9
Other	94.3	93.9	94.1	92.8	92.7	92.7	90.5	92.6	91.4	92.8	92.8	92.8	91.8	93.7	92.5	91.5	92.8	92.0
Senior Attitudes (Agree "Somewhat" or "Strongly"):																		
Benefit of college is monetary	31.6	28.1	30.3	34.3	25.9	30.8	45.2	36.4	41.0	36.4	28.3	32.5	52.9	43.5	49.2	50.6	39.7	46.3
Students from disadvantaged backgrounds should get preferential treatment in college admissions	40.6	39.2	40.0	40.4	34.8	38.1	46.2	38.7	42.7	38.0	34.4	36.3	40.6	39.3	40.0	35.0	29.6	32.9
Open admissions should be adopted by all public colleges	36.1	42.5	38.5	33.6	35.5	34.4	41.4	41.0	41.2	36.1	38.8	37.5	48.4	45.2	47.1	45.9	46.0	46.0
Colleges should award degrees based on the same performance standards for all students	83.8	83.8	83.8	85.4	82.5	84.2	85.8	77.8	82.1	84.4	82.5	83.5	82.1	83.6	82.7	83.7	82.9	83.3
Open admissions equalizes opportunities	52.9	60.6	55.8	51.2	53.7	52.3	59.3	58.0	58.7	53.5	57.6	55.5	62.3	66.6	64.0	62.2	64.5	63.1

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2 - Continued

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Students with poor marks should attend separate colleges	36.0	29.2	32.4	32.2	31.5	32.0	22.0	29.0	30.5	33.7	30.7	32.2	26.7	31.0	34.4	34.3	31.3	33.1
Open admissions offers many students a chance	71.4	70.6	71.0	69.6	73.9	71.3	74.6	76.2	75.4	70.3	74.2	72.2	75.5	82.0	78.0	78.6	79.7	79.0
Open admissions lowers the value of a degree	38.0	37.4	37.8	45.6	43.5	44.7	39.0	40.2	39.6	47.8	45.6	46.7	40.9	35.7	39.0	38.6	40.0	39.2
Open admissions lowers the reputation of a college	43.5	42.1	43.0	50.0	47.8	49.1	42.6	45.4	43.9	50.3	49.7	50.0	40.6	38.4	39.7	41.0	42.6	41.6
Open admissions discourages applications from outstanding high school graduates	42.4	40.1	41.5	48.1	46.2	47.3	48.4	45.4	47.0	48.6	49.0	48.8	46.7	44.2	45.7	44.2	46.9	45.2
Life Goals (Rated "Essential" or Very Important"):																		
Achieve in a performing art	7.2	7.9	7.4	7.6	9.8	8.5	7.3	8.1	7.7	8.0	10.5	9.2	7.3	6.5	7.0	7.3	10.0	8.4
Be an authority in my field	56.3	40.3	50.1	56.4	42.9	50.9	61.0	46.2	54.1	57.1	44.3	51.0	59.4	38.8	51.2	58.2	40.1	51.1
Obtain recognition from peers	37.4	23.0	31.8	36.6	25.0	33.0	41.6	23.9	33.4	39.2	23.9	31.8	39.5	20.7	32.1	36.2	23.8	31.4
Becoming an accomplished musician	7.4	3.7	6.0	6.9	4.7	6.0	6.8	5.1	6.0	6.9	5.9	6.3	5.6	6.1	5.8	6.4	4.4	5.6
Be an expert in finance	12.3	1.7	8.2	17.5	3.0	11.5	15.3	6.0	10.9	15.9	3.5	9.9	12.9	6.3	10.4	15.7	3.8	11.1
Be administratively responsible	28.7	14.3	23.1	35.0	16.6	27.5	33.1	16.5	25.4	35.7	22.7	25.6	30.8	18.8	26.1	33.0	17.9	27.1
Be very well off financially	26.7	17.4	23.1	35.3	22.1	29.9	38.5	25.3	32.3	34.8	21.0	28.1	38.2	24.9	33.0	37.3	23.4	31.8
Help others in difficulty	63.7	77.1	69.0	62.3	73.8	67.0	69.9	77.4	60.5	66.4	77.8	71.9	60.5	77.3	67.1	60.5	74.0	65.7
Participate in Peace Corps/Vista	11.2	9.1	10.4	8.3	11.5	9.6	9.2	11.9	10.4	10.3	13.7	12.0	10.7	14.3	12.1	10.6	13.0	11.6
Be an outstanding athlete	8.7	.7	5.6	8.0	2.1	5.6	9.7	2.3	6.2	10.7	2.9	7.0	9.8	1.3	6.5	10.1	2.7	7.1

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

Table B2 - Concluded

	Universities						Four-Year Colleges						Two-Year Colleges					
	Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]			Low-Income[a]			Other Income[b]		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Be a community leader	23.4	11.6	18.8	22.7	13.3	18.5	26.3	17.0	22.0	25.3	12.9	19.3	18.1	13.4	16.3	17.5	9.4	14.3
Contribute to scientific theory	10.8	4.9	8.5	10.6	4.3	8.0	12.4	4.6	8.7	11.1	3.9	7.6	9.7	4.5	7.6	8.6	2.7	6.2
Write original works	15.5	20.0	17.3	14.1	16.1	14.9	12.7	14.8	13.7	14.8	15.4	15.2	11.7	11.9	11.8	10.5	10.8	10.6
Never be obligated to people	27.0	21.5	24.9	24.9	23.2	24.2	28.4	28.7	28.5	26.9	24.1	25.5	28.6	33.2	30.4	29.2	26.8	28.3
Create works of art	15.1	28.2	20.1	14.9	31.0	21.5	10.0	23.3	16.2	13.3	30.1	21.4	11.8	23.7	16.5	13.2	26.5	18.4
Keep up with political affairs	51.5	52.9	52.0	55.9	54.6	55.3	56.4	50.1	53.5	56.1	55.3	55.7	46.8	39.9	44.1	49.0	47.2	48.4
Succeed in my own business	34.1	9.8	24.8	40.7	13.5	29.6	36.6	19.2	28.4	37.6	13.6	26.0	41.4	17.6	32.8	46.0	16.1	34.3
Develop a philosophy of life	81.2	82.3	81.7	80.5	85.8	82.7	83.6	84.5	84.0	81.4	86.3	83.8	73.8	78.7	77.6	77.1	81.5	78.9

[a]Students whose parents' annual income was below $6,000

[b]Students whose parents' annual income was $6,000 or more

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